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**THE COMPARISON BETWEEN STUDENTS' WRITING  
ATTITUDE WITH TEACHER'S ERROR CORRECTION  
AND NON-TEACHER'S ERROR CORRECTION  
AT STATE SENIOR HIGH SCHOOL 12  
PEKANBARU**



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**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1441 H/ 2020 M**

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AT STATE SENIOR HIGH SCHOOL 12  
PEKANBARU**

Thesis

Submitted as Partial Fulfillment of the Requirements for  
Undergraduate Degree in English Education  
(S.Pd.)



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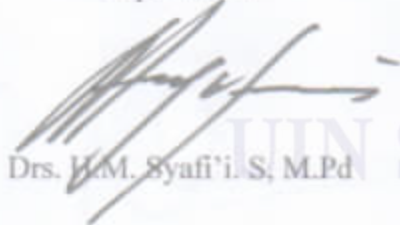
The thesis entitled *The Comparison between Students' writing attitude with Teacher's Error Correction and Non-Teacher's Error Correction at State Senior High School 12 Pekanbaru* is written by Laily Annastasya Rifqah SIN. 1513203361. It has been accepted to be examined in the final examination by the Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

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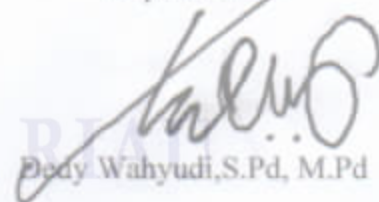
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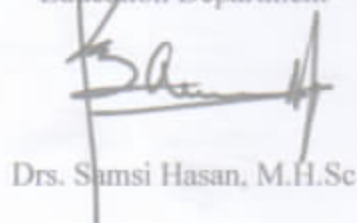
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The writer realizes that this thesis is still far from perfection. The writer hopes that this thesis is useful for the researcher in particular and the readers in general.

Pekanbaru, 16<sup>th</sup> December 2019

The Writer

Laily Annastasya Rifqah

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## ABSTRACT

**Laily Annastasya Rifqah, (2019) : The Comparison of Student's writing attitude with Teacher's Error Correction and Non-Teacher's Error Correction at Senior High School 12 Pekanbaru**

This research is aimed to find the comparison of student's writing attitude with teacher's error correction and non-teacher's error correction at senior high school 12 Pekanbaru. The specific objective of this research was to find out whether there is a significant difference between the student's writing attitude who get error correction and with non-teacher's error at the eleventh grade of senior high school 12 Pekanbaru. This study was conducted at State Senior High School 12 Pekanbaru on 16<sup>th</sup> August 2019. The population of this study was 393 students and the sample were 72 students; 36 students from XI MIPA 2 and 36 students from XI MIPA 6. For the technique in choosing the sample, the writer used cluster random sampling. In collecting the data, the writer used questionnaire that is adapted from Kear, Coffman, Mckenna, and Ambrosio (2000) to assess students' writing attitudes that consisted of 28 items. The study was conducted ex post facto or causal comparative research. The members of the research consisted of the writer, and the students of Grade XI. To determine the comparison between two variables researched, the writer used independent sample t-test formula and analyzed by using SPSS version 20.0. The findings showed that the Sig. (2-tailed) is .000. It can be concluded the sig. (2-tailed)  $\leq .05$ . It means that null hypothesis ( $H_0$ ) is rejected, therefore the alternative hypothesis ( $H_a$ ) is accepted. In conclusion, there is a significant difference between the student's writing attitude who get error correction and with non-teacher's error.

**Keyword:** *writing attitude, error correction, comparison, independent sample t-test*

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## Abstrak

**Laily Annastasya Rifqah, (2019) : Perbandingan Sikap Menulis dari Siswa dengan Koreksi kesalahan dari guru dan siswa yang tidak dengan koreksi kesalahan dari guru di SMA Negeri 12 Pekanbaru**

Penelitian ini bertujuan untuk mengetahui perbandingan sikap menulis siswa dengan koreksi kesalahan dari guru dan siswa yang tidak dengan koreksi kesalahan dari guru di SMA Negeri 12 Pekanbaru. Tujuan khusus dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara sikap menulis siswa yang mendapatkan koreksi kesalahan dan yang tidak mendapatkan koreksi kesalahan pada siswa kelas XI SMA 12 Pekanbaru. Penelitian ini dilakukan di SMA Negeri 12 Pekanbaru pada 16 Agustus 2019. Populasi penelitian ini adalah 393 siswa dan sampelnya adalah 72 siswa; 36 siswa dari XI MIPA 2 dan 36 siswa dari XI MIPA 6. Untuk teknik dalam memilih sampel, penulis menggunakan *cluster random sampling*. Dalam mengumpulkan data, penulis menggunakan kuesioner yang diadaptasi dari Kear, Coffman, Mckenna, dan Ambrosio (2000) untuk menilai sikap menulis siswa yang terdiri dari 28 item. Penelitian dilakukan secara *ex post facto* atau penelitian komparatif kausal. Untuk menentukan perbandingan antara dua variabel yang diteliti, penulis menggunakan rumus uji-t sampel independen dan dianalisis dengan menggunakan SPSS versi 20.0. Temuan menunjukkan bahwa Sig. (2-tailed) adalah .000. Dapat disimpulkan sig. (2-tailed)  $\leq .05$ . Ini berarti bahwa hipotesis nol ( $H_0$ ) ditolak, oleh karena itu hipotesis alternatif ( $H_a$ ) diterima. Kesimpulannya, ada perbedaan yang signifikan antara sikap menulis siswa yang mendapatkan koreksi kesalahan dan yang tidak mendapatkan koreksi kesalahan.

**Kata kunci:** *sikap menulis, koreksi kesalahan, perbandingan, independent sample t-test*

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## ملخص

ليلي أنستاشا رفقة، (٢٠١٩): دراسة المقارنة في موقف الكتابة بين التلاميذ الذين وجدوا التفتيش من المدرس والتلاميذ الذين لا يجدونه منه في المدرسة الثانوية الحكومية ١٢ بكنبارو

هذا البحث يهدف إلى معرفة فرق موقف الكتابة بين التلاميذ الذين وجدوا التفتيش من المدرس والتلاميذ الذين لا يجدونه منه في المدرسة الثانوية الحكومية ١٢ بكنبارو. وأما الهدف الأساسي من هذا البحث فلمعرفة وجود الفرق الهام في موقف الكتابة بين التلاميذ الذين وجدوا التفتيش من المدرس والتلاميذ الذين لا يجدونه منه في المدرسة الثانوية الحكومية ١٢ بكنبارو. وقيم هذا البحث في المدرسة الثانوية الحكومية ١٢ بكنبارو بالتاريخ ١٦ أغسطس ٢٠١٩. وعدد مجتمعه ٣٩٣ تلميذا وعدد عينته ٧٢ تلميذا؛ ٣٦ شخصا منهم يأتون من الفصل الحادي عشر لقسم العلوم الطبيعية ٢ والباقي من الفصل الحادي عشر لقسم العلوم الطبيعية ٦. ولتعيين العينة استخدمت الباحثة المعاينة العنقودية. وفي عملية جمع البيانات استخدمت الباحثة أسلوب الاستبيان المتأهل من *Kear*، *Coffman*، *Mckenna*، و *Ambrosio* (٢٠٠٠) المتكوّن من ٢٨ مادة لتقدير موقف التلاميذ. وقيم البحث بالتحليل الارتجاعي أو بدراسة المقارنة السببية. ولمعرفة المقارنة بين المتغيرين استخدمت الباحثة صيغة اختبار  $t$ -للعينة غير المستقلة ثم قامت بتحليل البيانات من خلال برنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٠. والنتيجة تدل على أن سي.ج. (٢-ذيل) ٠.٠٠٠. فاستنتج أن سي.ج. (٢-ذيل) < ٠.٠٥ وذلك بمعنى أن الفرضية المبدئية مردودة والفرضية البديلة مقبولة. فهناك فرق هام في موقف الكتابة بين التلاميذ الذين وجدوا التفتيش من المدرس والتلاميذ الذين لا يجدونه منه.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Attitude is the first thing that can tell everyone about ourselves because it controls our action. It determines behavior in a complex way but also emerges as an outcome of language learning (Petric, 2002). In learning activity, especially in English subject, students learn their lessons in different ways. Students learn English through the four language skills, therefore their attitudes are important to make them easier in learning English. Among the four language skills of English, students' attitudes in writing are the topics that are discussed in this research.

Mckenna, Kear, and Ellsworth (1995) stated that attitude can have an effect on the writing ability because it can influence factors such as the extent to which students' are willing and able to take on the learning task at hand (cognitive engagement). Writing attitude is one of the attitude that can affect students in their writing class. Writing attitude is the way of students to put their participation in writing activity. To sum up, students' writing attitudes are different from one student to another, but ideally students should have positive attitude to writing as it can help them to achieve better writing achievement.

In line with Chandler (2003), teachers should give error correction and require students to make corrections in order to increase accuracy in student



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writing. It means that feedback or correction is important for students to know about their progress in their learning. Improving writing ability is a necessity for every students in order to make them well in their learning activities.

Error correction is a real and urgent issue that orders teachers' attention. It gives a crucial feedback for students, because it will show them their error in their writing. That is why error correction should be given to students' writing. Teachers as the error corrector should be able to make the corrections are clearly enough for the students in order to make them comprehending their error and they will not repeat the same error in their writing activity.

Schools in Indonesia apply Curriculum 13 (KURTILAS) as the guidance in learning-teaching process. Curriculum 13 has integrated the four language skills of English in every basic competencies of learning English activities. Say for example, if students want to learn about some stories of fairy tale, fable, legend, etc. (narrative text), they have to read the stories, listen carefully to teachers' explanation, write their analysis of the stories, and then they have to retell the narrative text by speaking up in front of the class.

According to Curriculum 13 (Kementerian Pendidikan dan Kebudayaan, 2013) attitude is included in the basic competencies of curriculum. The attitudes that are mentioned in curriculum 13 are:

1. To develop polite and caring behavior.

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2. To develop honest, disciplined, confident, and responsible behavior
3. To develop responsibility, caring, cooperation and peace-loving behavior.

On January 2019, the writer did an observation at State Senior High School 12 Pekanbaru. The school applies curriculum 13 as the guidance in the teaching-learning process. During the writer's observation, the writer found that some students at the eleventh grade of State Senior High School 12 Pekanbaru had negative writing attitudes. It can be seen from some phenomena that the writer found from interviewing the teachers that some students still have negative writing attitudes even though they get error correction from their teachers or not, some students still make the same error in writing, and some students were not interested in writing activity. The students' writing attitude with teacher's error correction and non-teacher's error correction are reflected by the participation of the students and their score during the writing class.

Besides those practical research problems that the writer finds from preliminary research, the writer tries to find more evidence that can make the finding of problems stronger. According to Creswell (2012) research based research problem is the "problem" will be based on a need for further research because a gap exists or we need to extend the research into other areas. The writer adds research based research problem in order to make the problems that will be discussed clear.

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Some previous research are related to students' writing attitudes, which are related to students' writing attitudes toward teacher's error correction. Those research have found that students who get error correction from teachers mostly showed their positive attitudes in writing (Fitriana, 2017; Hamouda, 2011; Salteh & Sadeghi, 2015). Another research have found that students who get oral error correction showed positive attitudes in speaking English (Azara & Molavi, 2012; Fageih, 2015; Shi, 2017; Zhu, 2010).

In the other hand, Truscott (2007) and Khan (2017) found the opposite findings that error correction is harmful for students because it can make students afraid to do error, limit themselves and students generally have bad attitudes on learning. It means, students with non-teacher's error correction have positive attitudes in writing because they do not limit themselves in writing.

To sum up, there are not only positive attitudes but also negative attitudes that can be the result of the research about the students' writing attitude who get error correction and don not get error correction in learning English. Those previous research are become the research based research problems for this research because from those findings, the writer find a gap which is necessary to be investigated by the writer. Those previous research still showed the difference between the students' writing attitude with error correction and non-error correction from teacher in writing. Thus, the writer is interested in investigating the problems into a research entitled "The

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Comparison between Students' writing attitude with Teacher's Error Correction and Non-Teacher's Error Correction at State Senior High School 12 Pekanbaru”.

**B. Problem**

After conducting preliminary research at the 11<sup>th</sup> grade of State Senior High School 12 Pekanbaru, it can be seen clearly that most of the students are still having negative writing attitudes. To make the problem of this research clearer, therefore the problems of this research are identified as follows:

**1. Identification of the problem**

Based on the preliminary research of writer in State Senior High School 12 Pekanbaru and research based research problem, the problems are identified as follows:

- a. How is the students' writing attitude with teacher's error correction and who do not get teacher's error correction in their writing class?
- b. How is the ability of students who get error correction and with non-teacher's error correction in English writing?
- c. How do students who get error correction have different writing attitudes toward the same error correction in their writing class?
- d. How do students with non-teacher's error correction get scores as same as students who get error correction's scores?



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**2. Limitation of the Problem**

After identifying the problems stated above, the writer is necessary to limit and focus of her research on the comparison of students' writing attitude with teacher's error correction and non-teacher's error correction at eleventh grade of State Senior High School 12 Pekanbaru.

**3. Formulation of the Problem**

According to the problems that are found above, the formulation of the problems are:

- a) How is the students' writing attitude who get teachers' error correction at the eleventh grade of State Senior High School 12 Pekanbaru?
- b) How is the students' writing attitude who do not get teachers' error correction at the eleventh grade of State Senior High School 12 Pekanbaru?
- c) Is there any significant difference between the students' writing attitude with teacher's error correction and non-teacher's error correction at the eleventh grade of State Senior High School 12 Pekanbaru?

**Objective and Significance of the Research****1. Objective of the research**

The objectives of the research are as follow:

- a. To know the students' writing attitude who get error correction at the eleventh grade of State Senior High School 12 Pekanbaru

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- b. To know the students' writing attitude with non-teacher's error correction at the eleventh grade of State Senior High School 12 Pekanbaru
- c. To examine if there is a significant difference between the students' writing attitude who get error correction and with non-teacher's error correction at the eleventh grade of State Senior High School 12 Pekanbaru

**2. Significance of the Research**

The significance of the research are as follow:

- a. Hopefully, this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. The research findings of this research are expected to be useful and valuable for students and teachers.
- c. Besides, the research findings are also expected to be helpful and valuable inspiration, especially for those who are concerned in the world of teaching and learning English as a foreign language.
- d. Finally, the research findings are also expected to be the practical and theoretical to the development of theories on language teaching in general.

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### D. The Reason for Choosing the Title

There are some reason why the writer is interested to carry out this research. The reasons are as follows:

1. The title of this research is relevant with the writer status as the student of English Education Department.
2. The title of this research is not yet investigated by other previous researchers.
3. The location of the research facilitates the writer in conducting the research.

### E. Definition of the Term

There are so many terms that are involved in this research. Therefore, to avoid misunderstanding toward the terms used in this research, the following terms are necessarily defined as follows:

1. Writing attitude is an effective regulation that causes the author to feel happy or unhappy during the writing activity. Therefore, the writer conducts this term to this research.
2. Error correction is one of the strategies used by a teacher or more advanced learner to correct errors in a students' speech or writing and it may be direct (teacher supplies the correct form) or indirect (the teacher points out the problem and asks the learner to correct it if possible).

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. Attitude

###### a. Writing attitude

According to Hornby (2015), attitude is the way that somebody thinks and feels about somebody or something. It means, attitude is how somebody will behave towards something happen in his life. The one who always needs to control his attitudes toward something is student. Students have their daily life at schools. They learn something new in every subject every day in schools. Attitudes and students cannot be separated from each other. Why? It is because students always show their attitudes toward everything in their subject, especially when they learn their lesson. Students' attitudes are something that must get attention from teachers. If students show their bad attitudes toward something, teachers should pay attention to it and try to solve it. Teachers should show the way of how to be good on thinking and feeling something to students.

The psychology of attitudes is generally a social psychology of attitudes. Attitudes have been a focus in social psychology. According to Albarracin, Sunderrajan, Lohmann, and Chan (2018) Attitudes are often learned from others, make individuals similar to members of their groups, and are affected by social pressure and persuasion – the



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act of attempting to change the attitudes of another person. Attitude is crucial for learning process. In line with Khan (2017), attitude has been identified as one of the most important factors in learning a foreign language. Hamouda (2011; in Sotoudehnama & Molavi, 2014) also emphasized the importance of learners' attitudes as a supporting or inhibiting factor for their motivation and engagement in the improvement process. The attitudes of students can be influenced by teachers, because Richards and Schmidt (2010) states that teachers should influence students' attitudes and perceptions in a positive way.

Attitudes are in people's memory. According to Crano & Prislin (2008), attitudes were "things" that in some way be located in memory and when asked about an attitude, the memory suggest that held the necessary information was questioned, and the attitude was produced.

To sum up, attitude is the crucial thing for students. It affects students' personality in facing their life in the schools. Positive and negative attitudes have different influence for students. If students have positive attitudes toward something, they will enjoy their activity. Besides, if they have negative attitudes toward something, they will ignore it and sometimes being rude. So, attitudes is the precious thing to be controlled in order to make students have good personalities and good scores.

In writing attitude, students' attitudes are seen through their participation in writing. Writing attitude is the attitude that a writer, in

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this case is student, show up the way he acts in writing activity. Writing attitude did not represent a personality characteristic or a short-lived, but it aligned with a mood (Graham, Berninger, & Fan, 2007). Students' writing attitudes can be stated as the way of students face or response their writing activity.

Ideally, students should have positive writing attitudes, because those with a positive attitudes normally use more creative strategies to cope with the problems while writing (Isen, 1999; in Khaki et al., 2013). Besides, the knowledge, attitudes, and beliefs that students hold about writing play an important role in determining how the composing process is carried out and what the eventual shape of the written product will be (Graham et al, 1993; in Gert Rijlaarsdam, 2007). If at all possible, students should have positive attitudes to writing as it can help them to achieve better writing achievement (Setyowati & Sukmawan, 2018). Students who had negative attitude to writing viewed writing as difficult and stressful and felt that there was little they could do. On the other hand, the students who have positive attitude toward writing perceived writing as something interesting, challenging, and fun because writing help them to express themselves and get more knowledge on certain topic.

According to Graham et al. (2007) students' writing attitude can be assessed by looking students' responses toward seven items. They are; writing for fun at home, spending free time at school writing,

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writing during summer vacation (holiday), writing instead of playing, writing in school, spending free time at home writing, and writing time at school.

Writing for fun at home and spending students' free time at school for writing indicate students' feel about writing. If they love writing so much, they will have positive attitudes towards it. In writing during holiday, students write everything they want in their writing activity during their holiday. And also, for writing instead of playing, students prefer to do writing instead of playing in their time. Meanwhile, students should do writing in school, but undoubtedly they have different attitudes toward it. In the other hand, spending free time at home for writing is maybe a rare activity for students. The last, writing time at school is the good condition to look at students' responses. To sum up, those indicators should be appeared in this research in order to assess students' writing attitudes.

In conclusion, writing attitudes are important to be controlled. Writing attitudes become one of the factors that students are good or not in their learning. Writing attitudes involve writing for fun at home, spending free time at school writing, writing during summer vacation (holiday), writing instead of playing, writing in school, spending free time at home writing, and writing time at school. The writer takes it as indicators of this research to be combined with indicators with error correction.

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- b. Students' writing attitude

According to Graham et al. (2007) students' writing attitude can be assessed by looking students' responses toward seven items. They are; writing for fun at home, spending free time at school writing, writing during summer vacation (holiday), writing instead of playing, writing in school, spending free time at home writing, and writing time at school.

Students' writing attitude is seen through their participation in writing. Writing attitude is the attitude that a writer, in this case is student, show up the way he acts in writing activity. Writing attitude did not represent a personality characteristic or a short-lived, but it aligned with a mood (Graham et al., 2007). Students' writing attitudes can be stated as the way of students face or response their writing activity. The researchers found that the students having more positive attitudes towards writing had higher writing achievement than their counterparts with weaker attitudes towards writing (Bulut, 2017).

## 2. The Essence of Error Correction

- a. Error correction

According to Hornby (2015), error is a mistake, especially one that causes problems or affects the result of something. It means error is something that is wrong and changing the result to be the wrong one. Errors involve a gap in the learner's inter language. It means that the learner does not have enough knowledge of the target language to



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produce fluent sentences. Error can be defined as the use of a linguistic item in a way which a fluent or native speaker of the language concerns as showing out of order or incomplete learning (Richards & Schmidt, 2010).

Error is a usual thing in learning process. Errors have been studied to discover the processes learners make use of in learning and using a language (Richards & Schmidt, 2010). Many of researchers agree that errors can increase students' ability in learning, especially learning a language. A long with error, correction for correcting the error is one thing that cannot be ignored.

In error correction, teachers give some correction of errors to their students. Error correction is a real and urgent issue that orders teachers' attention (Lee, 2004). It gives a crucial feedback for students, because it will show them their error in their writing. Teachers' written feedback plays a crucial role in teaching writing skill (Hamouda, 2011). A lot of teachers express a view that errors should not be ignored (Woods, 1989). That is why error correction should be given to students' writing. Error correction as the feedback is included in curriculum. Students cannot self-correct their errors because they are a reflective product of their current stage of L2 development (Amara, 2015). It means the error correction should be given by who have competences for correcting the error correction.

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Although error correction is important, but correcting the errors made by students when they speak or write is one of the most difficult tasks in language acquisition (Amara, 2015). It is because error correction can be intrusive and therefore unwarranted if teachers do it directly (Cogie, Strain, & Lorinskas, 1999). The direct error correction that is given by the teachers to students' writing can make two conditions of the students toward their attitude in learning writing in English. Some students may give their attention to the error correction, but it is possible if some other students choose to not giving their attention to the error correction and still doing the same error in the next tasks.

Another purpose for doing error correction is, there is a danger that by leaving errors untreated, the defective language might serve as an input model and be acquired by other students in the class (Amara, 2015). It means, if teachers do not treat the students' error, something bad will happen to students. The students who do not know their mistakes maybe will make the same mistakes because of their lack knowledge. As stated above, the students may acquire

For some purposes about why error correction should be done for student, the effectiveness of error discovery is supported as well in process-oriented classroom texts for ESL learners (Cogie et al., 1999). This statement has shown the fact that error correction can discover the mistake of students in their writing. This step is supported as well

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in process-oriented classroom for ESL learners. Eventhough English as foreign language in Indonesia, but English belongs to one of the compulsory subject that have to be taught by teachers in every schools.

Error correction is a very complicated and weighty problem. Language teachers need to be armed with some theoretical foundations and be aware of what they are doing in the classroom. Similarly with Lyster and Ranta (1997;46) said that there are six different ways that classified the error correction methods that teachers employ, they are: explicit correction, recasts, clarification request, metalinguistic clues, elicitation, and repetition.

Explicit correction refers to teacher corrects the student's writing by explicitly stating that the utterance was incorrect with a firm "no". Then, if teacher does not explicitly state to the student that their initial utterance was incorrect, it means teacher did recast to correct the error. Clarification request is teacher seeks to correct the student's error by trying to elicit self-generated correction from the student, whereby the student attempts to correct themselves, rather than the corrected form being immediately provided by the teacher. In metalinguistic clues, teacher asks the student a question about their incorrect utterance in order to forbid self-repair. Elicitation means teacher provides the student with questions that require more than a "Yes" or "No" answer. For repetition, teacher repeats the incorrect

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utterance and placing emphasis on the error by raising the intonation of their voice over the error and generally by turning the incorrect utterance into a question. All of those six techniques of correcting students' error are mostly done by teachers to give feedback for their students in writing activity.

In the other hand, non-teacher's error correction means teachers do not give error correction for their students. According to Truscott (2007), the finding of his research has found correction to be a clear and dramatic failure. Error correction can limit students in their performance and enthusiasm in writing. Therefore, error correction is not given by teachers because the bad effect. Some teachers prefer to do not give error correction to their students, instead they just give scores without mark any error. Teachers, in this case, give more attention to explain the lesson so that the students will understand and will avoid the error without decreasing their enthusiasm in writing.

According to statements above, error correction limits students' ability in writing. Particularly, students at school do not like writing or experience difficulty in writing task (Bulut, 2017). In the non-error correction condition, students received no corrections at all from teacher.

Based on those statements from the experts, it can be concluded that error correction is a technique that mostly teachers use to give feedbacks for students. Besides, there are some teachers who do not



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give error correction because they consider error correction is harmful for students.

- b. Assessment of students' writing attitude with teacher's error correction

The assessment of writing attitudes students with teacher's error correction and non-teacher's error correction aims to list and describe all of grounded theories in order to make the indicators of this research.

Moreover, Graham et al. (2007) stated the seven components to assess students' writing attitudes. They are; writing for fun at home, spending free time at school writing, writing during summer vacation (holiday), writing instead of playing, writing in school, spending free time at home writing, and writing time at school.

In this research, the writer adapts the writing attitudes indicators from Graham et al. (2007). Thus, the indicators of this research will be 7 (seven) indicators. It is divided into writing attitudes indicators such as; writing for fun at home, spending free time at school writing, writing during summer vacation (holiday), writing instead of playing, writing in school, spending free time at home writing, and writing time at school. All of those indicators of students' writing attitude with teacher's error correction and non-teacher's error correction components as follows:

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Variable	Indicators
Students' writing attitudes	<ol style="list-style-type: none"> <li>1. Writing for fun at home</li> <li>2. Spending free time at school writing</li> <li>3. Writing during summer vacation (holiday)</li> <li>4. Writing instead of playing</li> <li>5. Writing in school</li> <li>6. Spending free time at home writing</li> <li>7. Writing time at school</li> </ol>

### 3. Comparison between the Students' Writing Attitude with Teacher's Error Correction and Non-Teacher's Error Correction

In learning activity, students get different teaching style from their teachers. One class and the others have different circumstance in learning activity. Teachers' techniques in learning activity are one of the factors that affect the learning circumstance in the class. One of techniques is error correction. Some teachers prefer to give error correction and the others think that give error correction is harmful for students. So, not only there are students who get error correction but also there are students with non-teacher's error correction from their teachers.

Fathman & Whalley (1990) in a study investigated the effect of error correction on students' improvement in writing. They compared groups who received error feedback to those receiving little - if any- feedback. They found out that the groups obtaining error feedback did much better in grammatical writing than those receiving little- if any feedback on their writings.

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Students with teacher's error correction and with non-teacher's error correction have different writing attitudes. According to Bitchener, Young, and Cameron (2005; 202) found that the scores of students who get error correction are higher than the scores of students with non-teacher's error correction. The result indicates positive effects of written corrective feedback on particular linguistic features in student writing.

Robb, Ross, and Shortreed (1986) have found that students' performance in error correction was not affected by the salience of error feedback, including whether error location was made explicit for students. Leki (1991) also points out that an awareness of students' learning styles will enable teachers to adapt appropriate techniques and methods that suit the students' preferences.

To sum up, when teachers treat errors comprehensively, the responsibility for error correction is certainly on themselves, which make students dependent to teachers. Also, when teachers zero in on students' error in writing, there is less time for feedback on other perhaps more important aspects for writing such as content and coherence.

## B. Relevant Research

According to Hornby (2015) in oxford advanced learner's dictionary, relevant means closely connected with the subject that it is being discussed or thought about. Research is a systematic process of collecting and analyzing data that will investigate a research problem or question, or help researchers acquire a more complete understanding of a situation (Tavakoli, 2012). It can

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be concluded that relevant research is a research that is relevant and have similar connection or discussion with our own research. The writer finds ten research that are relevant with writer's research.

The first research belongs to Lan, Hung, and Hsu (2011) from Taiwan entitled Effects of Guided Writing Strategies on Students' Writing Attitudes Based on Media Richness Theory. This research focus on EFL students' attitudes in writing activity and develop different guided writing strategies based on media richness theory and further evaluate the effects of these writing strategies on younger students' writing attitudes in terms of motivation, enjoyment and anxiety. It conducted quantitative experiment research design in order to find the answer of what students and teachers' preferences and attitudes toward correction in writing activity are. To find out the answer, the researcher conducted the experiment with repeated-measures design and completed in twelve weeks. The finding of this research is stated that overall this study found RM-GWS had a more positive influence on enhancing writing attitudes than the other proposed strategies. In sum up, the students who get mostly RM-GWS guided writing strategies have positive writing attitudes.

Secondly, Zhu (2010) conducted a research entitled An Analysis of College Students' Attitudes toward Error Correction in EFL Context. This research is as the second relevant research of writer's research. Zhu conducted the research in China and focused on EFL teachers' and students' attitudes toward error correction in speaking activity. The researcher used



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qualitative approach as the research design. The finding of the research is students show good attitudes while teachers give them error correction in their speaking. The good attitudes is shown in the improvement of students' ability in speaking.

Thirdly, the previous research is conducted in Indonesia by Setyowati and Sukmawan (2018) which the title is EFL Indonesian Students' Attitude toward Writing in English. English is as foreign language in Indonesia, therefore the research focus on EFL students' attitudes toward writing in English. Descriptive quantitative is used as the research design. To collect the data, the researcher used questionnaire random interview, and documentation of students' self-reflection writing as the instruments. The researcher found in this research that none of the students has low attitude in writing, while fifty eight percent of them has moderate attitude to writing, and the rest of them have positive attitude to writing. The result from the interview also reveals that although the students have moderate attitude to writing, they view writing as difficult, and stressful. While those who have high attitude, mostly view writing as interesting and challenging. The finding also reveals several efforts the students do to improve their writing skill, among others are practice writing, reading a lot for knowledge and ideas, and using diary writing. In conclusion, EFL Indonesian students have positive attitudes in writing in English.

The fourth relevant research is entitled Teachers' and Students' Attitudes toward Error Correction in Second Language Writing. This research

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is investigated by Salteh and Sadeghi (2015) in Iran. The research focused on ESL teachers' and students' attitudes toward error correction in writing. The quantitative-qualitative study is chosen by the researchers to be research design of this research. In order to collect the data, questionnaire and interview are used as instruments. The finding is both teachers and students showed positive attitudes toward error correction in writing.

Fifthly, Graham et al. (2007) conducted a research entitled The Structural Relationship between Writing Attitude and Writing Achievement in First and Third Grade Students. This research is conducted in USA and focused on students' writing attitudes and its relation with writing achievement. Correlational research is the design of this research and questionnaire is used as instrument to collect the data. The finding of this research is girls were more positive about writing than boys, but there was no statistical difference in their writing achievement related to gender. This research extends models based on the cognitive and language processes of writing to include the role of attitude, which is an affective component of motivation.

The sixth relevant research belongs to Tahriri, Shabani, and Zokaei (2016) entitled EFL Learners' Attitudes toward Writing Instruction Based on Critical Language Awareness, it is conducted in Iran. This research focused on the attitudes of upper-intermediate EFL female learners toward writing instruction based on critical language awareness (CLA). Mixed-method design (QUAN-Quall) and triangulation is as the design of this research and

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QPT, a researchers made opinionnaire and semi-structured interview were used to elicit the data. The researcher through this research found that an overall positive attitude toward CLA-based writing class. This study might be of help to writing teachers, and textbook and syllabus designer in that they can bring critical language awareness into consideration in EFL context.

Seventhly, Dhadhodara et al.(2017) entitled The Writing Attitude of Higher Education Students. This research is conducted in Taiwan and the main objective of this study was to measure writing attitude of higher education students with reference to their gender, social class, category, and area of residence, discipline of the study, parental educational status and known languages. The research design that is used by the researchers in the research is survey method. For collecting the data, questionnaire is used to be the instruments. The finding of this research is there was no significant difference in writing attitude in the context of students' gender, social class category, discipline of the study, parental educational status and languages known. There was significant difference in writing attitude in the context of students 'area of residence. It can be concluded that the level of writing attitude of higher education students was high and fairly above than the average score, in the other words, they have positive writing attitudes.

The eighth relevant research is from Bulut (2017) entitled The Effect of Primary School Students' Writing Attitudes and Writing Self-Efficacy Beliefs on Their Summary Writing Achievement. The research is conducted in Turkey and focused on the attitudes of EFL students who get error correction

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in speaking activity. The research design of the research is the relational survey mode and questionnaire is that writing attitude scale and test is that evaluation form for narrative text are conducted as the instrument for collecting the data. The finding of the research there is a relationship between students' attitudes towards writing, writing self- efficacy and writing achievement. Writing attitude and writing self-efficacy significantly and positively affect summary writing achievement.

The ninth relevant research belongs to Khan (2017) entitled Positive Attitudes and English Language Learning: Psycho – Pedagogic Connections. This research is conducted in Saudi Arabia. The focus of this research is Exploring EFL learners' attitudes toward education in general. The quantitative correlational approach is used as research design. For collecting the data, the researcher used questionnaire as the instruments. Through this research, the researcher found that mostly of students have bad attitudes on learning in general. It means they showed negative attitudes in learning reading, speaking, listening, and writing. This is very contrary with other research findings which stated that most of students show positive attitudes in learning, especially in receiving error correction from teachers.

The tenth relevant research belongs to a journal entitled The Effect of Error Correction on Learners' Ability to Write Accurately that it is investigated by Truscott (2007) in Taiwan. In this research, Truscott focused on exploring some research and synthesizing it to find the effect of error correction for students' ability and attitudes. Truscott used qualitative –



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quantitative approach as the research design. The test is as the instrument for collecting the data. The research finding from this research is contradictory with the mainstream finding about the attitudes of students who get error correction in writing. In this research, Truscott found that error correction gave bad effect for students. Error correction could make students limit their progress in writing because they were afraid for making errors. To sum up, students who get error correction mostly have negative attitudes in writing.

To sum up, all of those relevant research above are related to the research that will be conducted by the writer. Some previous research are related to students' attitudes in writing and those previous research conducted various conditions of students in order to know their writing attitudes. Mostly researchers have found that students who get error correction from teachers showed their positive attitudes in writing (Azara & Molavi, 2012; Faeih, 2015; Fitriana, 2017; Hamouda, 2011; Salteh & Sadeghi, 2015; Shi, 2017; Zhu, 2010). Another relevant research found that students who get error correction have negative attitudes because they found that error correction is harmful and limit students' ability (Khan, 2017; Truscott, 2007). It can be concluded that not only positive attitudes but also negative attitudes that can be the result of the research about students' writing attitudes toward error correction in learning English. Besides, there is not a research to find the comparison between the students' writing attitude with teacher's error correction and who do not get teacher's error correction yet. Thus, the writer will investigate about the students' writing attitude who get teachers' error

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correction and who do not get teacher's error correction which the relevant research are related to the problem that will be investigated by the writer.

### C. Operational Concept

The related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing – a research paper is the definition of operational concept (Syafi'i, 2017). It means operational concept is used as a guidance to avoid misunderstanding in a scientific research. It should be interpreted into particular words in order to make it easy to measure. It is very crucial to explain the variables used in this research briefly. There are two variables in this research, independent variable is symbolized by X and dependent variable is symbolized by Y.

For this research, there are two variable X, they are  $X_1$  and  $X_2$ . Variable  $X_1$  is the students with teacher's error correction and variable  $X_2$  is the students who do not get teacher's error correction. Both of variable X are the eleventh students at State Senior High School 12 Pekanbaru.

Variable Y refers to students' writing attitudes. The indicators of variable Y are based on the indicators of writing attitudes from Graham et al. (2007), they are:

- 1) Writing for fun at home
- 2) Spending free time at school writing
- 3) Writing during summer vacation (holiday)
- 4) Writing instead of playing
- 5) Writing in school

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- 6) Spending free time at home writing
- 7) Writing time at school

**D. Assumption and Hypothesis****1. The assumption**

After looking the theories and phenomena in this research, the writer assumes that:

- a) Students who get error correction from teacher and students with non-teacher's error correction from teacher have different writing attitudes.
- b) The better writing attitude from the students the better scores the students will get.

**2. The hypothesis**

Based on the assumption above, the hypothesis of this research can be formulated as follows:

- Ho : There is no significant difference between the students' writing attitude who get error correction and with non-teacher's error correction at the eleventh grade of senior high school 12 Pekanbaru
- Ha : There is a significant difference between the students' writing attitude who get error correction and with non-teacher's error correction at the eleventh grade of senior high school 12 Pekanbaru.

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## CHAPTER III

### RESEARCH METHOD

#### **Research Design**

The research design that is used in this research is ex post facto or causal comparative research design. According Lodico, Spaulding and Voegtler (2010) causal comparative research is a research approach that seeks to explain differences between groups by examining differences in the experiences of group members. This design is non-experimental. However, like experimental research, it examines the effect of an independent variable (the past experience) on a dependent variable while also trying to control unnecessary variables. However, unlike experimental research, the independent variable (the past experience) has either already occurred, or it would be unethical to manipulate. Unlike experimental research, the writer does not have control over the independent variables, making statements of causality more difficult. When examining causal - comparative research, the results are suggestive of possible causal relationships but clear cause - and - effect statements should be avoided.

In ex post facto research the writer takes the effect (or dependent variable) and examines the data retrospectively to establish causes, relationships or associations, and their meanings (Cohen, Manion, & Morrison, 2007).



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## B. Time and Location of the Research

This research was conducted by the writer at the eleventh grade students of Senior High School 12 Pekanbaru on 16<sup>th</sup> August 2019 until 2<sup>nd</sup> September 2019.

## C. Subject and Object of the Research

The subject of this research is the eleventh grade students of Senior High School 12 Pekanbaru. Thus, the object of this research is the significant difference between the students' writing attitude who get error correction and with non-teacher's error correction.

## D. Population and Sample of the Research

The population of this research is the eleventh grade students of Senior High School 12 Pekanbaru in 2019/2020 academic years. The students are divided into 6 science classes and 5 social classes. The population of this research can be seen as follows:

**Table III.1**  
**The population of the eleventh grade students of**  
**Senior High School 12 Pekanbaru**

No.	Class	Students
1	XI MIPA 1	35
2	XI MIPA 2	36
3	XI MIPA 3	36
4	XI MIPA 4	36
5	XI MIPA 5	35
6	XI MIPA 6	36
7	XI IPS 1	36
8	XI IPS 2	36
9	XI IPS 3	35
10	XI IPS 4	36
11	XI IPS 5	36
<b>TOTAL</b>		<b>393</b>

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In this research, in order to take the sample of the population, the writer used cluster sampling. Cluster sampling involves grouping the population and then selecting the groups or the clusters rather than individual elements for inclusion in the sample (Tavakoli, 2012). By cluster sampling, the writer can select a specific number class and then examine all the students in those selected classes. Considering the population of the research is more than 100 students, so the sample of this research can be seen as follows:

**Table III.2**  
**Sample of the research**

No.	Class	Students
1	XI MIPA 2	36
2	XI MIPA 6	36
Total number of sample		72

### E. Technique of Collecting the Data

The technique that the writer used in collecting the data was questionnaire. Questionnaire is a research instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers (Tavakoli, 2012). The popularity of questionnaires is due to the fact that they are easy to construct, extremely useful, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable.

Students were asked to respond to 28 questions designed to measure their writing attitude on teacher's error correction. Each question began with

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the stem: “How do you feel” and included: about writing for fun at home, when you write in school during free time, about writing during summer vacation, about writing instead of playing, about writing in school, about spending free time writing, when it’s time for writing at school, explicit correction, recast, clarification request, metalinguistic clues, elicitation, and repetition.

Each question was read to the child and students indicated their attitude by marking one of four images of Garfield the Cat, ranging from very happy (score of 4) to very unhappy (score of 1). The items and the method of quantifying student responses (the four images of Garfield) were adapted from a scale for measuring attitudes toward writing developed by Kear, Coffman, Mckenna, & Ambrosio (2000).

The instrument aims to determine the difference between students’ writing attitudes with teacher’s error correction and who do not get teacher’s error correction. The blueprint of the questionnaire is below:

**Table III.3**  
**The blueprint of questionnaire for collecting the data of variable Y**

No.	Indicators	Numbers	Total Items
1	Writing for fun at home	1,2,15,16	4
2	Spending free time at school writing	9,10,21,22	4
3	Writing during summer vacation (holiday)	5,6,17,18	4
4	Writing instead of playing	7,8,23,24	4
5	Writing in school	11,12,27,28	4
6	Spending free time at home writing	3,4,19,20	4
7	Writing time at school	13,14,25,26	4
Total			28

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When the questionnaire is ready to be scored, point values are assigned to the circled Garfield for each question. The “very happy” Garfield is assigned a score of 4. The “very upset” Garfield is received a score of 1. The response value will be summed with the highest possible total 112 (28 items x 4).

### Technique of Analyzing the Data

To find out whether there is a significant difference between students' attitudes who get error correction and students' attitudes with non-teacher's error correction in writing narrative text, the writer will use independent sample t-test as the main technique to analyze the data for finding the significant difference between students' writing attitudes who get error correction and with non-teacher's error correction at senior high school 12 Pekanbaru.

According to Pallant (2010) an independent-samples t-test is used when a researcher wants to compare the mean score, on some continuous variable, for two different groups of participants. An independent-samples t-test will tell the researcher whether there is a statistically significant difference in the mean scores for the two groups. In statistical terms, the writer will test the probability that the two sets of scores came from the same population.

To analyze the data of this research, the writer will use SPSS Version 17 for windows. Therefore, the different mean will be analyzed by using Independent Sample T-test formula. The formula is as following:



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$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$t_0$  : Table observation (significant level)

$M_x$  : Mean of the Variable X

$M_y$  : Mean of the Variable Y

$SD_x$  : Standard Deviation of the Variable X

$SD_y$  : Standard Deviation of the Variable Y

$N$  : Number of the students

$1$  : Constanta

The result of formula will be obtained statistically through the hypotheses bellow:

$H_0: t_0 < t\text{-table}$ . There is no significant difference between the students' writing attitude who get error correction and with non-teacher's error correction at the eleventh grade of senior high school 12 Pekanbaru

$H_a: t_0 > t\text{-table}$ . There is a significant difference between the students' writing attitude who get error correction and with non-teacher's error correction at the eleventh grade of senior high school 12 Pekanbaru.

Before analyzing the data from the questionnaire, the writer have to convert the raw score of the questionnaire into percentile rank by using the table from Kear et al. (2000) (see appendix).

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. The Conclusion

This research was conducted to find out whether there is a significant difference between the writing ability of students with teacher's error correction and with non-teacher's error correction of the tenth grade students at State Senior High School 12 Pekanbaru or not. Based on what has been discussed, presented and analyzed in the previous chapters, the writer concluded that:

- 1) The mean score of the students' writing attitude with teacher's error correction is 77.08. It is converted into percentile rank, the result is 71<sup>st</sup> and it is categorized as **positive** writing attitudes.
- 2) The mean score of the students' writing attitude who do not get teacher's error correction is 58.44. . It is converted into percentile rank, the result is 16<sup>th</sup> and it is categorized **negative** writing attitudes.
- 3) There is a significant there is a significant difference between the writing ability of students with teacher's error correction and with non-teacher's error correction of the tenth grade students at State Senior High School 12 Pekanbaru. It can be seen that the percentile rank of the students' writing attitude with teacher's error correction is 71<sup>st</sup>. it is above the international standard norm (50<sup>th</sup>). It means the students' writing attitude with teacher's error correction is relatively positive. and it is better than the students'

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- 4) writing attitude who do not get teacher's error correction which is the percentile rank of the students' writing attitude with non-teacher's error correction is 16<sup>th</sup> and it is below the international standard norm (50<sup>th</sup>). So that, the students' writing attitude who do not get teacher's error correction is relatively negative.

**B. The Suggestion**

Based on the finding, the writer would like to propose several suggestions, as follows:

1. Teacher
  - a) The English teacher should give more attention to the students especially in their writing attitudes, because writing attitudes affect student's attention and participation in learning writing.
  - b) Teacher should give error correction to students' writing. Based on those findings, students with teacher's error correction have better writing attitudes than students who do not. So, if teacher gives error correction to students, it will be good for students.
2. Student
  - a) It is good for students to have positive writing attitudes, in order to make them easier in learning writing because they have good participation and attention in learning writing.
  - b) Students should give their attention to their teachers' treatment for their learning activity, especially in giving error correction for their writing.

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- c) Students should do more practice in writing narrative composition by paying attention to their mistakes that is corrected by teachers to improve their skill in writing.
3. Future researcher
  - a) The findings of this research is still can be investigated by using another variable.
  - b) Future researchers can use the references of this thesis for investigating writing attitudes.
  - c) The different writing attitudes, positive and negative, can be investigated more deeply by future researchers in order to find the reason or using new instruments to find the results.



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## KELAS XI

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KOMPETENSI INTI	KOMPETENSI DASAR
1. Menghayati dan mengamalkan ajaran agama yang dianutnya	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia	2.1 Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman. 2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah	3.1 Memahami teks lisan dan tulis untuk menyatakan harapan dan doa, saran/tawaran, dan pendapat/pikiran, serta responnya. 3.8 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks khusus, lisan dan tulis, berbentuk undangan resmi dan surat pribadi, sederhana. 3.9 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks ilmiah faktual ( <i>factual report</i> ) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam, terkait dengan mata pelajaran lain di Kelas XI. 3.10 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks berbentuk biografi tokoh terkenal, sederhana. 3.11 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks prosedur lisan dan tulis berbentuk manual dan tip. 3.12 Memahami pesan dalam lagu.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan	3.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, saran/tawaran, dan pendapat/pikiran. 3.3 Menyusun teks khusus, lisan dan tulis, berbentuk undangan resmi dan surat pribadi, sederhana, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.



## KOMPETENSI INTI

## KOMPETENSI DASAR

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- 3.4 Menangkap makna teks undangan resmi dan surat pribadi, sederhana.
- 3.5 Menyusun teks teks ilmiah faktual (*factual report*) lisan dan tulis, sederhana, tentang benda, binatang dan gejala/peristiwa alam, terkait dengan mata pelajaran lain di Kelas XI dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
- 3.6 Menangkap makna dalam teks lisan dan-tulis berbentuk biografi sederhana tentang tokoh terkenal.
- 3.7 Menangkap makna dalam teks ilmiah faktual (*factual report*) lisan dan tulis, sederhana.
- 3.8 Menangkap makna dalam teks prosedur lisan dan tulis berbentuk manual dan tip.
- 3.9 Memahami pesan dalam lagu.

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## Writing Attitude Survey Scoring sheet

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### Scoring guide

- |          |                         |
|----------|-------------------------|
| 4 points | Very happy Garfield     |
| 3 points | Somewhat happy Garfield |
| 2 points | Somewhat upset Garfield |
| 1 point  | Very upset Garfield     |

### Item scores

- |          |          |
|----------|----------|
| 1 _____  | 15 _____ |
| 2 _____  | 16 _____ |
| 3 _____  | 17 _____ |
| 4 _____  | 18 _____ |
| 5 _____  | 19 _____ |
| 6 _____  | 20 _____ |
| 7 _____  | 21 _____ |
| 8 _____  | 22 _____ |
| 9 _____  | 23 _____ |
| 10 _____ | 24 _____ |
| 11 _____ | 25 _____ |
| 12 _____ | 26 _____ |
| 13 _____ | 27 _____ |
| 14 _____ | 28 _____ |

Full score raw score: \_\_\_\_\_

Percentile rank: \_\_\_\_\_





## Writing Attitude Survey Directions for use

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The Writing Attitude Survey provides a quick indication of student attitudes toward writing. It consists of 28 items administered to an entire classroom in about 20 minutes. Each item presents a brief, simple statement about writing, followed by four pictures of Garfield. Each pose is designed to depict a different emotional state, ranging from very positive to very negative.

Before administering the survey to students that you wish to find out how they feel about writing. Emphasize that this is not a test and there are no right answers. Encourage sincerity.

When you administer the survey forms and, if you wish to monitor the attitudes of specific students, ask them to write their names in the space at the top. Hold up a copy of the survey so that the students can see the first picture of Garfield at the far left of the first item. Ask the students to look at this same picture of Garfield and again discuss Garfield's mood (this time, somewhat happy). In the same way, discuss the next picture and talk about Garfield's moods—somewhat upset and very upset.

The survey contains some statements about writing and that the students should think about each statement. They should then circle the picture of Garfield that is closest to their own feelings. Emphasize that the students should respond according to their own feelings, not as Garfield might feel. In the first and second grades read each item aloud slowly and distinctly, then read it a second time while the students are thinking. Be sure to read the item number and to remind students of page numbers as new pages are reached.

During and above, monitor students while they are completing this survey. It is not necessary for the teacher to read the items aloud to students, unless the teacher feels it is necessary for newer or struggling students.

Before the survey, count four points for each leftmost (very happy) Garfield circled, three points for the next Garfield to the right (somewhat happy), two points for the next Garfield to the right (somewhat upset), and one point for the rightmost Garfield (very upset). The individual scores for each question should be added to form a raw score.

The raw score should be recorded on the scoring sheet. The scores can be interpreted in two ways. An informal approach would be to look at where the raw score falls related to the total possible points of 112. If the raw score is approximately 70, the score would fall midway between the somewhat happy and somewhat upset Garfields, indicating the student has an indifferent attitude toward writing. The formal approach involves converting the raw score to a percentile rank by using Table 1. The raw score should be found on the left-hand side of the table and matched to the percentile rank in the appropriate grade-level column.

UIN SUSKA RIAU

## WRITING ATTITUDES SURVEY

1. How do you feel if you do writing for fun at home? (Bagaimana perasaanmu jika kamu menulis untuk kesenangan dirumah?)



2. How do you feel if you have much time for writing at home? (Bagaimana perasaan mu jika kamu memiliki banyak waktu untuk menulis dirumah?)



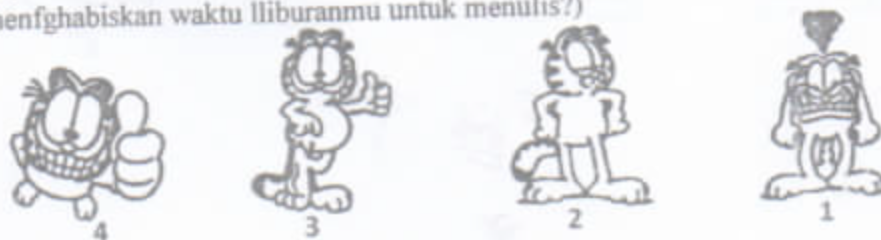
3. How do you feel if you spend your time at home to do writing? (Bagaimana perasaanmu jika kamu menghabiskan waktumu dirumah untuk menulis?)



4. How do you feel if writing is just the thing that you can do to spend your free time at home? (Bagaimana perasaan mu jika hanya menulis yang bisa kamu lakukan untuk menghabiskan waktu dirumah?)



5. How do you feel if you spend your holiday to do writing? (Bagaimana perasaanmu jika kamu menghabiskan waktu liburanmu untuk menulis?)





6. How do you feel if you have writing task during your holiday? (Bagaimana perasaanmu jika kamu memiliki tugas menulis selama liburanmu?)



7. How do you feel if you choose writing instead of playing? (Bagaimana perasaanmu jika kamu memilih menulis daripada bermain?)



8. How do you feel if you do writing at your playtime? (Bagaimana perasaanmu jika kamu menulis di waktu bermainmu?)



9. How do you feel if your free time at school is used to do writing task? (Bagaimana perasaanmu jika waktu luangmu di sekolah digunakan untuk menulis?)



10. How do you feel if you do writing at your free time at school? (Bagaimana perasaanmu jika kamu menulis saat jam kosong di sekolah?)



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11. How do you feel if your teacher gives extra time for writing class at school? (Bagaimana perasaanmu jika guru memberi waktu tambahan untuk kelas menulis di sekolah?)



12. How do you feel if you have writing task in your writing class at school? (Bagaimana perasaanmu jika kamu memiliki tugas menulis pada kelas menulis di sekolah?)



13. How do you feel if you have to do writing at home instead of writing at school? (Bagaimana perasaanmu jika kamu harus menulis di rumah daripada menulis di sekolah?)



14. How do you feel if your writing time at school runs well with many tasks? (Bagaimana perasaanmu jika jam pelajaran menulismu di sekolah berjalan lancar dengan banyak tugas?)



15. How do you feel if your writing time at school have a lot of time?





1. How do you feel if your teacher gives extra time for writing class at school? (Bagaimana perasaanmu jika guru memberi waktu tambahan untuk kelas menulis di sekolah?)



2. How do you feel if you have writing task in your writing class at school? (Bagaimana perasaanmu jika kamu memiliki tugas menulis pada kelas menulis di sekolah?)



3. How do you feel if you have to do writing at home instead of writing at school? (Bagaimana perasaanmu jika kamu harus menulis di rumah daripada menulis di sekolah?)



4. How do you feel if your writing time at school runs well with many tasks? (Bagaimana perasaanmu jika jam pelajaran menulis di sekolah berjalan lancar dengan banyak tugas?)



15. How do you feel if your writing time at school have a lot of time? (Bagaimana perasaanmu jika kamu banyak memiliki waktu untuk menulis di sekolah?)



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16. How do you feel if you write a diary at home? (Bagaimana perasaanmu jika kamu menulis diari dirumah?)



17. How do you feel if you do writing every day during your holiday? (bagaimana perasaanmu jika kamu menulis setiap hari selama liburan?)



18. How do you feel doing writing task during your holiday? (bagaimana perasaanmu mengerjakan tugas menulis selama liburan?)



19. How do you feel if you do your writing homework at your free time at home? (bagaimana perasaanmu jika kamu mengerjakan PR menulis di rumah?)



20. How do you feel if you do writing all day long at home? (bagaimana perasaanmu jika kamu menulis sepanjang hari dirumah?)



21. How do you feel if writing spends your free time at school? (bagaimana perasaanmu jika menulis menghabiskan jam istirahatmu di sekolah?)





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22. How do you feel if you choose spending your free time at school to do writing task?  
(bagaimana perasaanmu jika kamu memilih menghabiskan jam istirahatmu di sekolah untuk menulis?)



23. How do you feel if you have to spend your free time by doing writing? (Bagaimana perasaanmu jika kamu harus menghabiskan jam istirahatmu dengan menulis?)



24. How do you feel if writing takes much time of your free time at school? (Bagaimana perasaanmu jika menulis menyita banyak waktu istirahatmu di sekolah?)



25. How do you feel about your writing time at school? (Bagaimana perasaanmu tentang pelajaran menulis di sekolah?)



26. How do you feel if you have to do writing instead of writing another activity at school? (Bagaimana perasaanmu jika kamu harus menulis daripada melakukan aktivitas yang lain di sekolah?)



27. How do you feel your another class (for example: art class) is turned into additional writing class? (Bagaimana perasaanmu jika matkul pelajaran lain (cth: senibudaya) diganti menjadi jam pelajaran menulis tambahan?)



28. How do you feel if you have writing task every day at school? (Bagaimana perasaanmu jika kamu memiliki tugas menulis setiap hari di sekolah?)

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UIN SUSKA RIAU



# Data of Class XI MIPA 2

Respondents	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Score
Student 1	2	2	3	3	2	2	3	4	4	3	4	4	4	4	2	2	3	2	3	3	4	3	3	3	4	4	4	4	87
Student 2	2	2	3	3	2	2	3	3	4	3	4	4	4	4	2	3	2	2	3	3	3	4	2	3	4	4	4	4	85
Student 3	1	1	2	3	2	1	2	4	3	2	4	4	4	3	1	2	2	2	2	3	3	4	3	3	4	3	4	4	76
Student 4	2	1	3	2	2	2	3	3	4	3	4	4	4	4	2	2	2	2	2	2	3	3	3	4	4	4	4	4	80
Student 5	3	2	3	2	1	2	3	3	4	3	4	4	4	4	2	2	2	2	2	2	4	3	2	4	4	4	4	4	81
Student 6	2	1	3	2	1	2	3	3	4	3	4	4	3	4	2	2	2	1	2	2	3	3	3	4	4	4	4	4	78
Student 7	3	2	2	2	1	2	3	3	4	3	4	3	3	4	2	2	2	1	2	2	4	3	3	4	4	4	4	4	77
Student 8	2	1	3	2	1	2	3	3	4	3	4	3	3	4	1	2	2	1	2	3	4	3	3	4	4	4	4	4	75
Student 9	2	1	2	2	1	2	3	3	3	3	3	3	3	3	1	2	2	2	2	3	3	3	3	3	3	3	3	3	69
Student 10	1	1	2	2	1	2	3	3	4	3	4	3	3	4	1	2	2	1	2	3	3	3	3	3	4	4	4	4	75
Student 11	2	2	2	2	1	2	3	3	4	3	4	3	3	4	2	2	2	1	2	3	4	3	3	3	4	4	4	4	76
Student 12	2	2	3	2	1	2	3	3	3	2	3	3	3	3	2	2	2	2	2	2	4	3	3	3	4	4	4	4	75
Student 13	1	2	2	2	2	2	3	2	3	2	3	3	3	3	2	2	2	2	2	2	3	3	3	3	3	3	3	3	68
Student 14	1	2	2	3	2	1	3	3	3	2	3	4	4	3	2	1	2	2	2	2	3	3	3	3	4	4	4	4	77
Student 15	3	2	2	3	2	1	3	3	2	2	3	4	4	4	2	2	1	2	2	2	4	4	4	4	4	4	4	4	78
Student 16	2	2	3	3	2	1	3	3	2	2	3	4	4	4	2	2	1	2	2	2	4	4	4	4	4	4	4	4	78
Student 17	2	2	3	2	2	1	3	3	2	2	3	4	4	4	2	2	1	2	2	2	4	4	4	4	4	4	4	4	78
Student 18	2	2	3	2	2	1	3	3	2	2	3	4	4	4	2	2	1	2	2	2	4	4	4	4	4	4	4	4	79
Student 19	2	1	3	2	2	1	3	3	2	2	3	4	4	4	3	3	1	2	2	3	3	4	4	4	4	4	4	4	78
Student 20	2	1	1	2	2	1	3	3	2	2	3	4	4	4	2	2	1	2	2	3	3	4	4	4	4	4	4	4	75
Student 21	2	1	1	2	1	1	3	3	2	2	3	3	3	3	2	2	2	1	2	3	3	3	3	4	4	4	4	4	71
Student 22	1	2	2	2	1	2	3	2	2	2	4	4	4	3	2	2	2	2	2	2	3	3	3	4	4	4	4	4	73
Student 23	3	2	2	2	1	2	3	2	2	2	3	3	4	3	2	2	2	2	2	3	3	3	3	4	4	4	4	4	76
Student 24	2	2	2	2	2	3	2	2	2	2	3	3	4	3	2	2	2	2	2	3	4	3	3	4	4	4	4	4	75
Student 25	2	2	3	2	2	3	2	2	2	2	3	3	4	3	2	2	2	2	3	3	4	3	3	4	4	4	4	4	78
Student 26	2	2	3	2	2	2	3	2	2	2	3	3	3	4	2	3	3	2	3	3	4	3	3	4	4	4	4	4	80
Student 27	2	2	3	3	3	3	2	2	2	2	3	3	3	4	2	3	3	2	3	3	3	3	3	4	4	4	4	4	73
Student 28	2	2	3	2	1	2	2	2	2	2	3	3	3	4	2	2	2	2	3	3	4	3	3	4	4	4	4	4	76
Student 29	2	2	3	2	1	2	3	3	3	3	3	3	3	4	1	3	2	2	3	3	4	3	3	4	4	4	4	4	78
Student 30	2	1	2	2	1	2	3	3	3	3	3	3	3	4	2	3	2	2	3	3	4	3	2	4	4	4	4	4	78

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Total Score  
Mean Score

2775  
77.08



# Data of Class XI Mipa 6

Respondents	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Score	
Students 1	3	3	2	3	2	2	2	1	1	2	2	2	3	2	1	3	2	1	2	2	1	1	1	1	1	1	2	1	1	50
Students 2	3	2	2	2	2	2	1	1	1	2	2	2	3	2	1	3	2	1	2	2	1	1	1	2	2	1	1	2	49	
Students 3	4	3	3	3	2	2	2	1	1	2	1	2	3	3	1	3	2	1	3	1	1	1	1	1	3	1	2	2	55	
Students 4	3	2	2	2	2	2	2	1	1	2	1	2	3	2	2	3	1	1	3	2	2	1	2	2	2	2	2	2	53	
Students 5	3	3	2	2	2	3	1	1	2	2	2	2	3	2	2	3	1	1	2	1	1	2	1	3	1	2	2	2	55	
Students 6	2	2	2	2	3	2	2	2	2	2	2	1	3	2	1	3	1	1	3	2	2	2	2	2	2	2	2	2	58	
Students 7	3	2	2	2	2	3	2	2	2	2	2	2	3	2	2	4	3	2	3	4	3	3	3	4	3	2	2	3	83	
Students 8	2	4	2	2	4	3	3	3	3	3	2	2	4	3	2	4	3	2	3	2	2	3	3	2	2	2	2	2	62	
Students 9	2	2	2	2	2	2	2	3	2	2	2	2	3	2	2	4	3	2	3	3	3	3	3	2	2	2	2	3	82	
Students 10	3	3	3	3	3	3	3	3	3	3	2	2	4	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	59	
Students 11	3	3	3	3	3	3	3	3	3	3	2	2	3	2	2	3	2	2	3	3	2	2	2	2	2	2	2	2	56	
Students 12	2	2	2	3	2	2	1	1	2	2	2	2	3	2	1	3	2	2	2	2	1	2	2	2	2	2	2	2	56	
Students 13	3	2	2	3	2	2	1	1	2	2	2	2	3	2	1	3	2	2	2	2	2	2	2	2	2	2	2	2	56	
Students 14	3	2	2	2	3	2	1	1	2	2	2	2	2	1	3	3	2	2	2	2	2	2	2	2	2	2	2	2	56	
Students 15	2	3	3	2	2	1	1	2	2	2	1	1	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	56	
Students 16	3	3	2	1	3	2	2	2	2	2	1	1	3	2	2	3	2	1	2	2	2	2	2	2	2	2	2	2	73	
Students 17	2	3	2	3	3	2	3	3	3	2	2	2	3	2	2	3	3	1	2	2	3	3	3	2	2	2	2	2	59	
Students 18	3	3	3	2	4	3	2	2	2	2	2	2	2	2	2	3	2	1	2	2	2	2	2	2	2	2	2	2	59	
Students 19	3	3	1	2	3	2	2	2	2	2	1	1	3	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	55	
Students 20	3	2	2	1	3	2	2	2	1	1	1	1	3	2	2	2	2	1	2	2	2	2	2	3	2	2	2	2	55	
Students 21	2	3	3	2	3	2	2	2	1	2	2	2	3	2	2	2	2	1	2	2	3	3	1	3	2	2	2	2	53	
Students 22	3	2	2	1	2	2	2	2	1	2	2	1	3	2	2	2	1	1	2	2	2	2	2	2	1	1	1	1	54	
Students 23	2	3	2	3	2	3	2	2	1	2	2	1	3	2	2	2	2	1	2	2	2	2	2	2	1	1	2	2	54	
Students 24	2	3	3	2	2	2	2	1	1	2	2	2	3	3	2	2	2	1	2	2	2	2	2	2	1	1	2	2	55	
Students 25	2	2	3	2	2	2	2	2	1	2	2	2	3	3	2	2	2	1	2	2	3	2	2	2	2	2	2	2	56	
Students 26	2	2	3	2	1	2	2	2	1	2	2	2	3	3	2	3	2	1	3	2	2	2	2	2	2	2	2	2	59	
Students 27	2	2	3	2	2	3	2	2	1	2	2	2	3	3	1	3	2	1	2	2	2	2	2	2	2	2	2	2	55	
Students 28	2	2	3	2	2	2	2	2	1	2	2	2	3	2	2	3	2	1	2	2	2	2	2	2	2	2	2	2	55	
Students 29	2	2	2	1	2	2	2	2	1	2	2	2	3	2	1	3	2	2	2	2	2	3	2	2	2	2	2	2	58	
Students 30	2	3	2	2	2	2	2	2	2	2	1	1	3	2	1	3	2	2	3	2	2	2	2	2	2	2	2	2	55	
Students 31	2	2	2	2	2	2	2	2	2	2	1	1	4	2	1	3	2	2	3	2	2	2	2	2	2	2	2	2	57	
Students 32	2	2	2	2	2	2	2	2	2	2	1	1	4	2	1	3	2	2	3	2	2	2	2	2	2	2	2	2	55	
Students 33	2	2	2	2	2	2	2	2	2	2	1	1	4	2	1	3	2	2	3	2	2	2	2	2	2	2	2	2	58	

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## Midyear Percentile Ranks by Grade and Scale

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
98	99	99	99	99	99	99	99	99	99	99	99
96	99	99	99	99	99	99	99	99	99	99	99
97	99	99	99	99	99	99	99	99	99	99	99
97	99	99	99	99	99	99	99	99	99	99	99
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# LIST OF Table

Degrees of freedom	Significance level						
	Two-tailed test	10%	5%	2%	1%	0.2%	0.1%
One-tailed test	5%	2.5%	1%	0.5%	0.1%	0.05%	
1	6.314	12.706	31.821	63.657	318.309	636.619	
2	2.920	4.303	6.965	9.925	22.327	31.599	
3	2.353	3.182	4.541	5.841	10.215	12.924	
4	2.132	2.776	3.747	4.604	7.173	8.610	
5	2.015	2.571	3.365	4.032	5.893	6.869	
6	1.943	2.447	3.143	3.707	5.208	5.959	
7	1.894	2.365	2.978	3.499	4.755	5.408	
8	1.860	2.306	2.876	3.355	4.501	5.041	
9	1.833	2.262	2.821	3.250	4.297	4.781	
10	1.812	2.228	2.764	3.169	4.144	4.587	
11	1.796	2.201	2.718	3.106	4.025	4.437	
12	1.782	2.179	2.681	3.055	3.930	4.318	
13	1.771	2.160	2.650	3.012	3.852	4.221	
14	1.761	2.145	2.624	2.977	3.787	4.140	
15	1.753	2.131	2.602	2.947	3.733	4.073	
16	1.746	2.120	2.583	2.921	3.686	4.015	
17	1.740	2.110	2.567	2.898	3.646	3.965	
18	1.734	2.101	2.552	2.878	3.610	3.922	
19	1.729	2.093	2.539	2.861	3.579	3.883	
20	1.725	2.086	2.528	2.845	3.552	3.850	
21	1.721	2.080	2.518	2.831	3.527	3.819	
22	1.717	2.074	2.508	2.819	3.506	3.792	
23	1.714	2.069	2.500	2.807	3.485	3.768	
24	1.711	2.064	2.492	2.797	3.467	3.745	
25	1.708	2.060	2.485	2.787	3.450	3.725	
26	1.706	2.056	2.479	2.779	3.435	3.707	
27	1.703	2.052	2.473	2.771	3.421	3.690	
28	1.701	2.048	2.467	2.763	3.408	3.674	
29	1.699	2.045	2.462	2.756	3.396	3.659	
30	1.697	2.042	2.457	2.750	3.385	3.646	
31	1.694	2.037	2.449	2.738	3.365	3.622	
32	1.691	2.032	2.441	2.728	3.348	3.601	
33	1.688	2.028	2.434	2.719	3.333	3.582	
34	1.686	2.024	2.429	2.712	3.319	3.566	
35	1.684	2.021	2.423	2.704	3.307	3.551	
36	1.682	2.018	2.418	2.698	3.296	3.538	
37	1.680	2.015	2.414	2.692	3.286	3.526	
38	1.679	2.013	2.410	2.687	3.277	3.515	
39	1.677	2.011	2.407	2.682	3.269	3.505	
40	1.676	2.009	2.403	2.678	3.261	3.496	
41	1.671	2.000	2.390	2.660	3.232	3.460	
42	1.667	1.994	2.381	2.648	3.211	3.435	
43	1.664	1.990	2.374	2.639	3.195	3.416	
44	1.662	1.987	2.368	2.632	3.183	3.402	
45	1.660	1.984	2.364	2.626	3.174	3.390	
46	1.658	1.980	2.358	2.617	3.160	3.373	
47	1.655	1.976	2.351	2.609	3.145	3.357	
48	1.653	1.972	2.345	2.601	3.131	3.340	
49	1.650	1.968	2.339	2.592	3.118	3.323	
50	1.649	1.966	2.336	2.588	3.111	3.315	
51	1.643	1.965	2.334	2.586	3.107	3.310	
52	1.641	1.964	2.331	2.584	3.104	3.307	

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Pekanbaru, 13 Agustus 2019

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Surat Bimbingan Skripsi (Perpanjangan)

1. Drs. H. M. Syafii S. M.Pd

2. Dedy Wahyudi, S Pd. M.Pd

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : LAILY ANNASTASYA RIFOAH

NIM : 11513203361

Jurusan : Pendidikan Bahasa Inggris

Judul : The Comparison of Writing Attitudes of Students with Teacher's Error Correction and Non-Teacher's Error Correction at State Senior High School 12 Pekanbaru

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara diucapkan terima kasih.

UIN SUSKA RIAU

Wassalam

an. Dekan

Wakil Dekan I



Alimuddin, M. A.

ISIR: 19660924 199503 1 002





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
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FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tamiang Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0781) 7077307 Fax. (0781) 21129

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SKRIPSI MAHASISWA**

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Drs. H. M. Syafiqi S. M. Pd

Laily Annastasya Rifqah

11513203361

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
23/01-2019	Synopsis to proposal		
29/01-2019	Background, significance of the research, error, mistake, how the way to measure attitudes, place of table II-1, narrative, conceptual concept, research design, references.		
1/02-2019	Instrumen		
13/02-2019	Bab 4 dan 5		
17/12-2019	Revisi Bab 4 dan 5, ACC		

Pekanbaru, 17/12 2019  
Pembimbing,



UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrandt No.155 Km.12 Tampan Pekanbaru Riau 28293 PO. BOX 1004-Teip. (J761) 561647  
Fax. (0761) 561647 Web: www.ftk.uinsuska.ac.id E-mail: eftak\_uinsuska@yahoo.co.id

Un.04/IL4/PP.00.9/5475/2019

Pekanbaru, 29 Maret 2019

Mohon Izin Melakukan PraRiset

Kepala Sekolah  
SMA Negeri 12 Pekanbaru  
di Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : LAILY ANNASTASYA RIFQAH  
NIM : 11513203361  
Semester/Tahun : VIII (Delapan)/ 2019  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

UIN SUSKA RIAU

Zamharil - No

Jasniar



Nursalim, M.Pd  
19660410 199303 1 005

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Jl. H. R. Soebrantas No 155 Km. 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561847  
Fax. (0761) 561847 Web www.ftk.uinsuska.ac.id E-mail: oftak\_uinsuska@yahoo.co.id

Pekanbaru, 09 Agustus 2019 M

Nomor: 44/F/PP.00.9/12231/2019

Sifat: (Gtu) proposal  
Lampiran: 1  
Hal: 1

Kepada: Gubernur Riau  
Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa:

Nama	LAILY ANNASTASYA RIFQAH
NIM	11513203361
Semester/Tahun	VIII (Delapan)/ 2019
Program Studi	Pendidikan Bahasa Inggris
Fakultas	Tarbiyah dan Keguruan UIN Suska Riau

Tugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya: The Comparison of Writing Attitudes of Students with Teacher's Error Correction and Non-Teacher's Error Correction at State Senior High School 12 Pekanbaru

Lokasi Penelitian : SMA Negeri 12 Pekanbaru

Waktu Penelitian : 3 Bulan (09 Agustus 2019 s.d 09 November 2019)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Muhammad Syaifuddin, S.Ag., M.Ag.  
NIP.19740704 199803 1 001

Tembusan:  
Rektor UIN Suska Riau

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**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
 Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMPTSP/NON IZIN-RISET/25235  
 TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Rekomendasi Riset dari Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : 100/PP.00.9/2231/2019 Tanggal 14 Agustus 2019, dengan ini memberikan rekomendasi kepada:

Nama :  
 NIM / NIP :  
 Program Studi :  
 Jenjang :  
 Alamat :  
 Judul Penelitian :  
 Lokasi Penelitian :

**LAILY ANNAS / ASYA RIFQAH**

**115132033610**

**PENDIDIKAN BAHASA INGGRIS**

**S1**

**PEKANBARU**

**The Comparison of Writing Attitudes of Students with Teacher's Error Correction and Non-Teacher's Error Correction at State Senior High School 12 Pekanbaru**

**SENIOR HIGH SCHOOL 12 PEKANBARU**

Dengan ketentuan sebagai berikut:

Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.

Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.

Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Dengan rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 14 Agustus 2019



Ditandatangani Secara Elektronik Oleh:  
**KEPALA DINAS PENANAMAN MODAL  
 DAN PELAYANAN TERPADU SATU PINTU  
 PROVINSI RIAU**

**EVAREFITA, SE, M.Si**  
 Pembina Utama Muda  
 NIP. 19720628 199703 2 004

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan





# PEMERINTAH PROVINSI RIAU DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553  
PEKANBARU

Pekanbaru, 16 AUG 2019

Kepada

Yth. Kepala SATAN 12 Pekanbaru

di

Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/25235 tanggal 14 Agustus 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : LAILY ANNASTASYA RIFQAH  
NIM : 115132033610  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Jenjang : S1  
Alamat : PEKANBARU  
Judul Penelitian : THE COMPARISON OF WRITING ATTITUDES OF STUDENTS WITH TEACHER'S ERROR CORRECTION AND NON-TEACHER'S ERROR CORRECTION AT STATE SENIOR HIGH SCHOOL 12 PEKANBARU

Lokasi Penelitian : SMA NEGERI 12 PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini,
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

AN KEPALA DINAS PENDIDIKAN  
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SEKRETARIS  
  
Pembina  
NIP. 19711209 200012 1 006

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**PEMERINTAH PROVINSI RIAU  
DINAS PENDIDIKAN  
SEKOLAH MENENGAH ATAS (SMA) NEGERI 12 PEKANBARU  
SEKOLAH RUJUKAN NASIONAL**

Alamat : Jl. Garuda Sakti Km. 3 Kel. BinaWidya Kec. Tampan Kode Pos : 28293  
Email : smanduabelas.pekanbaru@gmail.com Telp : (0761) 7875113  
NSS : 301096008042 NIS : 300420 NPSN : 10404011  
Akreditasi : A

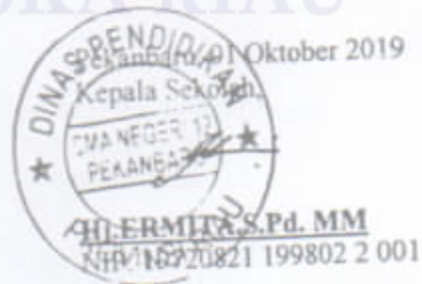
Surat Dinas Pendidikan Provinsi Riau Nomor: 800/Disdik/1.3/2019/10014 Tanggal  
16 Agustus 2019 Tentang Riset Penelitian. Yang bertanda tangan di bawah ini, Kepala SMA  
Negeri 12 Pekanbaru, dengan ini menerangkan :

Nama : LAILY ANNASTASYA RIFQAH  
NIM : 115132033610  
Program Studi : S1/PENDIDIKAN BAHASA INGGRIS  
Mahasiswa : UIN SUSKA RIAU

benar telah melaksanakan riset/penelitian di SMA Negeri 12 Pekanbaru, yang dilaksanakan pada  
tanggal 16 Agustus s/d 02 September 2019, data atau hasil dari penelitian tersebut akan  
dipergunakan untuk bahan pembuatan skripsi yang berjudul :

**" THE COMPARISON OF WRITING ATTITUDES OF STUDENTS WITH TEACHER'S  
ERROR CORRECTION AND NON-TEACHER'S ERROR CORRECTION AT STATE  
SENIOR HIGH SCHOOL 12 PEKANBARU "**

Dengan ini surat keterangan ini kami berikan untuk dapat dipergunakan seperlunya.





PEMERINTAH PROVINSI RIAU

# DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553  
PEKANBARU

Pekanbaru, 16 AUG 2019

Kepada

Yth. Kepala SMAN 12 Pekanbaru

di-

Pekanbaru

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Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMTSP/NON IZIN-RISET/25235 Tanggal 14 Agustus 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

LAILY ANNASTASYA RIFQAH

115132033610

PENDIDIKAN BAHASA INGGRIS

S1

PEKANBARU

THE COMPARISON OF WRITING ATTITUDES OF STUDENTS WITH TEACHER'S ERROR CORRECTION AND NON-TEACHER'S ERROR CORRECTION AT STATE SENIOR HIGH SCHOOL 12 PEKANBARU

Instansi Penelitian

SMA NEGERI 12 PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adanya Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

AN KEPALA DINAS PENDIDIKAN  
PROVINSI RIAU  
SEKRETARIS  
WAHYU SUHENDRA, SE  
Pembina  
NIP. 19711209 200012 1 006



embusan:  
Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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DINAS PENDIDIKAN

SEKOLAH MENENGAH ATAS (SMA) NEGERI 12 PEKANBARU  
SEKOLAH RUJUKAN NASIONAL

Alamat : Jl. Garuda Sakti Km. 3 Kel. BinaWidya Kec. Tampan Kode Pos : 28293

Email : smanduabelas.pekanbaru@gmail.com

Telp : (0761) 7875113

NSI : 301096008042

NIS : 300420

NPSN : 10404011

Akreditasi : A

**SURAT KETERANGAN RISET**

Nomor : 071 / SMAN.12 / X / 2019 / 1777

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Nama : LAILY ANNASTASYA RIFQAH

NIM : 115132033610

Program Studi : S1/PENDIDIKAN BAHASA INGGRIS

Mahasiswa : UIN SUSKA RIAU

Surat Keterangan Riset Dinas Pendidikan Provinsi Riau Nomor : 800/Disdik/1.3/2019 10014 Tanggal  
16 Agustus 2019 Tentang Riset Penelitian. Yang bertanda tangan di bawah ini Kepala SMA  
Negeri 12 Pekanbaru, dengan ini menerangkan :

Adapun telah melaksanakan riset/penelitian di SMA Negeri 12 Pekanbaru, yang dilaksanakan pada  
tanggal 16 Agustus s/d 02 September 2019, data atau hasil dari penelitian tersebut akan  
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Demikianlah surat keterangan ini kami berikan untuk dapat dipergunakan seperlunya.



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## CURRICULUM VITAE

Laily Annastasya Rifqah, was born on February, 11<sup>th</sup> 1997 in Medan, North Sumatera, Indonesia. She is the last Daughter from (Alm.) Mr. Subagio and Mrs. Ely Khairani. She has three older they are, Ginatri Wulandari, Retno Larasati Ningrum, and Ayu Swasti Dyaningtyas. Laily had finished her study at SDN 035, Kec. Tampan, Pekanbaru, Riau in 2009. Then, she continued her study at SMPN 21 Pekanbaru. After that, in 2012 she continued her study at SMAN 12 Pekanbaru and finished in 2015. After finished her study in vocational high school, in 2015 she continued her study at islamic University of Syultan Syarif Kasim Riau (UIN SUSKA RIAU) majoring in English Education, Faculty of Education and Teacher Training to get her Undergraduate Degree or S.Pd. On December 2019. She was doing KKN (Kuliah Kerja Nyata) in Kel. Sungai Ambang, Kec. Rumbai Pesisir, Pekanbaru and she was doing teaching practice (PPL) at SMAN 8 Pekanbaru on September 2018.